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THE EXPERIENTIAL BASES AND DIMENSIONS OF FACULTY MORALE AT A STATE UNIVERSITY.

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OBJECTIVES OF THIS STUDY WERE (1) TO RELATE WORK EXPERIENCES TO UNIVERSITY FACULTY MORALE, (2) TO EXPRESS MATHEMATICALLY THE RELATION BETWEEN THESE EXPERIENCES AND SELF-EXPRESSED MORALE LEVEL, (3) TO IDENTIFY THE DIMENSIONS THAT DESCRIBE THE EXPERIENCES, AND (4) TO RELATE THE EXPERIENCES TO THE DIMENSIONS. INTERVIEWS WITH 112 FACULTY MEMBERS PRODUCED 663 SPECIMEN STATEMENTS OF EXPERIENCES, FROM WHICH 31 POSITIVE AND 31 NEGATIVE ONES WERE SELECTED ON THE BASIS OF FREQUENCY OF MENTION AND APPLICABILITY TO MORALE. THEY WERE ARRANGED IN RANDOM ORDER IN CHECKLIST FORM AND SUBMITTED TO 512 FACULTY MEMBERS. THE 282 RESPONDENTS CHECKED THE EXPERIENCES APPLICABLE TO THEM AND RATED THEMSELVES ON AN 11-POINT MORALE SCALE. IT WAS FOUND THAT 3 POSITIVE STATEMENTS WERE CHECKED FOR EVERY NEGATIVE ONE. ITEM ANALYSIS IDENTIFIED FIVE EXPERIENCES (MOST PROMINENTLY, SALARY INCREASE) AS BEING STRONGLY ASSOCIATED WITH HIGH MORALE AND 9 EXPERIENCES AS MOST STRONGLY ASSOCIATED WITH LOW MORALE. MORALE LEVEL WAS FOUND TO BE PREDICTABLE BY FORMULAE USING THE RATIO OF POSITIVE TO NEGATIVE STATEMENTS CHECKED, AGREEING WITH EARLIER FINDINGS IN THE DOMAIN OF STUDENT ATTITUDES TOWARD MATHEMATICS. FACTOR ANALYSIS OF THE 62 EXPERIENCE STATEMENTS YEILDED FOUR FACTORS. IN DESCENDING ORDER OF FACTOR LOADINGS, THESE ARE PROFESSIONAL RECOGNITION, ADMINISTRATIVE LEADERSHIP, MATERIAL TEACHING REWARDS, AND ACADEMIC STANDARDS. (AF)

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THE EXPERIENTIAL BASES AND DIMENSIONS OF FACULTY MORALE AT A STATE UNIVERSITY

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The studies reported here (Kavanaugh, R. D., 1963; Arnott, J. M. 1965) were designed to provide answers to four questions: (1) What kinds of work related experiences cause shifts in the morale of university faculty members (these experiences are called "morale specimens")? (2) What is the mathematical function relating these experiences to self-estimates of morale level? (3) On what dimensions can these experiences be described? (4) How do the experiences relate to these dimensions?

The writer knows of no previous attempts to measure faculty morale in terms of experiential data. The practice, in the few reported studies has been to construct a number of attitude items concerning areas assumed to be related to morale. By contrast, the approach in the present study is that of determining the actual experiences of faculty members which affect their morale, positively or negatively.

A total of 112 faculty members were interviewed for the purpose of collecting the morale specimens, i.e., those experiences producing a noticeable effect on morale. Each was asked, "Since you have been a member of the Faculty here, what specific incident do you recall, such that when the incident occurred, caused your morale to take a definite turn upward?" and the same question, but ending with, ". . . caused your morale to take a definite turn downward?" The total number of specimens collected was 663 of which 387 were positively related and 276 negatively related to morale. From these, 31 positive specimens and 31 negative specimens were selected (based on frequency and applicability). These 62 statements

were arranged in random order and presented as a check list. The instructions to the respondents were to check any specimen which had been experienced during the school year. After completing this, each faculty member then checked an eleven point over-all morale scale to indicate his over-all level of morale ("extremely low" to "extremely high").

The forms were sent to 512 members of the teaching staff of the five colleges in the university participating in the study, of which 282 were returned complete.

Results

Nature of the specimens. Table I presents the specimens along with the percent of the 282 faculty members responding to each specimen. It is seen that the positive specimens are checked with considerably greater frequency than the negative ones (about 3 to 1).

The check list was scored by taking the ratio (+/-) of the number of positive specimens checked to the number of negative checked. All check lists were ranked from highest to lowest +/- ratios. Then the upper and lower 27% (N = 77 in each group) were selected for item analysis purposes. Table II presents the item "validities" (from Flanagan's tables) for each of the specimens. The positive specimens which differentiated best between the high and low morale groups (r = > .50) were item numbers: 4, 9, 34, 45, and 48. Having negative correlation coefficients greater than .50 were items: 3, 10, 11, 19, 26, 75, 40, 43, and 46. Those who dream that for teachers pay is unimportant should note that the item having the highest positive validity was, "I received a significant salary increase."

What is the mathematical function relating these experiences to morale level?

A few years ago, this investigator reported at these meetings a study testing the hypothesis that attitude intensity was a power function of the

ratio of positive to negative attitude specimens. The hypothesis was verified in the domain of student attitudes toward mathematics. It was discovered that $I = K(+/-)^{.2}$ or that Intensity equaled the +/- ratio raised to the .2 power. Identical results were found in the present study. Reported morale level was found to equal the +/- ratio (of morale specimens) raised to the .2 power. And it has since been found that identical results obtain for student morale. Two major conclusions have been drawn: (1) The psychophysical law describes the relationship between the response we call attitude intensity and the stimuli (experience) producing the response, and (2) Morale is a generalized attitude.

On what dimensions can these experiences be described?

The 62 items were intercorrelated and the principle axis technique was employed for factoring the intercorrelation matrix. Four principal axes were extracted using the Bargmann test and rotated using the varimax criterion. In Tables III, IV, V, and VI are given the suggested factor names for each of the four factors along with the specimens comprising each factor - arranged in descending order of their factor loadings. It is concluded that for these experiential data there are four factors or dimensions.

How do the specimens relate to the dimensions?

In the four tables just referred to are given the specimens loading heaviest on each dimension. An examination of the specimens having the highest loadings on each factor results in the following interpretation for each factor.

Factor I. This factor accounted for 24% of the total variance and 45% of the common variance. The specimens are concerned primarily with

research, professional activities and recognition, and administrative support of professional development. The factor was named Professional Recognition.

Factor II. This factor accounted for 15% of the total variance and 28% of the common variance. The factor is equivalent to the classical "Supervision" dimension which is almost always found in studies of industrial morale. It has been named Administrative Leadership. It is concerned with effectiveness of leadership, the effectiveness of communication channels, and the quality of interactions in the department.

Factor III. This factor accounted for 8% of the total variances and 15% of the common variance. The specimens loading highest are concerned with salary increases, work load, and promotions. It was named Material Teaching Rewards.

Factor IV. Factor IV accounted for 6% of the total variance and 12% of the common variance. The specimens here seem to relate to the general environment which affects the academic climate. Hence, it was called Academic Standards.

Taken as a whole, these four factors present an interesting, if not surprising, structure of faculty morale. It is seen that the most important factor affecting morale is the work itself - matters having to do with teaching as a profession. Next there is a factor concerned with administrative support and leadership in these matters. Then there is the factor, ubiquitous and human, "Rewards." And the last factor seems to relate to general scholastic climate in which all of these things occur.

BIBLIOGRAPHY

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TABLE I

ITEM FREQUENCY DISTRIBUTION
N = 282

PER CENT CHECKING ITEM		
86	1.	A good student came to me and commented on how much he was enjoying one of my courses.
10	2.	I did not receive a promotion which I felt I earned.
24	3.	My department on many occasions suffered from inadequate leadership.
25	4.	I benefited from the tangible steps taken by our college to encourage research by staff members.
26	5.	I was unable to get adequate secretarial assistance when I needed it.
81	6.	I was given a great deal of independence and academic freedom in the presentation of material to my classes.
38	7.	I learned of an important administrative decision only after it appeared in a local newspaper.
11	8.	A proposal on which I worked a great deal was turned down by a granting agency.
43	9.	I received a significant salary increase.
13	10.	My efforts and recommendations to improve a course of instruction were ignored.
13	11.	Low admission standards resulted in my being the "hatchet man" for a large number of students.
22	12.	The work I did on a research project was recognized as a significant contribution.
12	13.	My department lost an exceptionally good student because of a lack of funds to assist him.
35	14.	An unusually difficult area of instruction which I presented was well received and understood by the class.
34	15.	I was supported in my position on an important matter when I needed support.
1	16.	As a result of repeated failures on the part of my students, I have almost lost confidence in my teaching ability.
7	17.	A highly respected educational or research society presented me an award.

TABLE I (continued)

PER CENT CHECKING ITEM	
11	18. My department unexpectedly received additional funds for an important project.
7	19. Arbitrary limitations were placed on the extent of my professional activities.
23	20. The physical facilities and surroundings in which I work were improved significantly.
9	21. I noticed a distinct improvement in the quality of my students as a result of raising the standard for admission and retention.
19	22. I was unable to attend a professional meeting because of a lack of departmental funds.
32	23. A heavy teaching load precluded important research and study on my part.
12	24. An unqualified staff member was added to my department.
22	25. I was afforded an unusual amount of freedom in course selection and hours.
10	26. My superior took little or no interest in some significant work I accomplished.
21	27. One of our best staff members left because of a better salary offer.
37	28. The janitorial service for my office and classrooms was inadequate on too many occasions.
14	29. I received a promotion.
1	30. I was unable to get a leave which I really needed.
8	31. I was assigned a parking area on an inequitable basis.
4	32. A progressive program with which I was concerned was hampered by political pressures and interference.
28	33. I had the opportunity to voice my opinion on an important matter to an influential person in the administration.
36	34. I was encouraged by my superior to attend several important professional meetings.
8	35. I received notification to teach a class without adequate time to prepare for it.

TABLE I (continued)

PER CENT CHECKING ITEM		
41	36.	A paper I wrote was accepted for publication.
7	37.	The addition of new staff lightened my work load and allowed more time for research and study.
41	38.	Many of my students expressed more interest in the grade they received rather than the knowledge gained.
40	39.	The increased library budget has allowed a greater number of books to be purchased and utilized for our course work.
9	40.	I was assigned too many different courses to teach.
17	41.	My opinion was instrumental relative to the selection of an individual to an important position.
3	42.	I was accused of being unfair in my grading practices.
34	43.	I received a pay increase which was less than anticipated.
22	44.	Students in one of my classes did exceptionally well on a difficult examination.
37	45.	I was the recipient of an expression of high confidence by my superior.
22	46.	A decision was made on a problem with which I was concerned without my being consulted.
73	47.	A former student expressed to me his appreciation for my assistance to him while a student.
46	48.	On many occasions I have been favorably impressed with the high quality of professional relations among members of my department.
40	49.	The local newspapers gave this institution some undeserving, adverse publicity.
44	50.	The positive policies of several high administration officials considerably enhanced the prestige and academic excellence of the University.
17	51.	The quality and significance of my students' research have definitely increased as a result of our computing facilities.
1	52.	Considerable duplication of effort occurred in my work because our research projects were not properly coordinated.

TABLE I (continued)

PER CENT CHECKING ITEM	
8	53. Several good students in my class failed an examination which I thought they should easily have passed.
23	54. The occasions were frequent when I could not get a suitable parking place.
27	55. One of my students was the recipient of a high honor.
18	56. I received excellent cooperation from service agencies in the University on a recent project.
13	57. A difficult social problem was handled admirably by administration officials.
9	58. My position on a matter was not properly supported by my superior.
16	59. One of my students did an exceptional bit of work on a difficult research project which I had assigned him.
17	60. I was extended an invitation to join a professional honor society.
13	61. Insufficient funds prevented me from conducting a project in which I was particularly interested.
29	62. I observed evidence of heightened respect for the University within the community.

Please mark the place on the scale that best describes your PRESENT level of morale.

Extremely Low

Extremely High

RANK: _____

COLLEGE: _____

PLEASE DO NOT SIGN YOUR NAME

TABLE II

RESULTS OF ITEM VALIDITY ANALYSIS USING
UPPER AND LOWER 27 PER CENT
OF 286 RETURNS

Item	Number of Times Observed in Lower 27% (N = 77)	Number of Times Observed in Upper 27% (N = 77)	Per Cent Lower 27%	Per Cent Upper 27%	Item Validity Coefficient
1	58	69	0.75	0.89	0.22
2	17	3	0.22	0.04	-0.38
3	44	4	0.57	0.05	-0.63
4	4	35	0.05	0.45	0.55
5	27	8	0.35	0.10	-0.35
6	51	67	0.66	0.86	0.27
7	42	9	0.54	0.12	-0.48
8	11	8	0.14	0.10	-0.08
9	11	57	0.14	0.74	0.59
10	27	0	0.35	0.01	-0.65
11	16	0	0.21	0.01	-0.53
12	6	23	0.08	0.30	0.35
13	10	6	0.13	0.08	-0.11
14	12	32	0.15	0.41	0.30
15	9	43	0.12	0.56	0.48
16	4	0	0.05	0.01	-0.27
17	4	5	0.05	0.06	-0.03
18	2	17	0.03	0.22	0.46
19	13	0	0.17	0.01	-0.50
20	12	28	0.15	0.36	0.26
21	0	7	0.01	0.09	0.37
22	29	5	0.37	0.06	-0.47
23	36	10	0.46	0.13	-0.40
24	15	4	0.19	0.05	-0.31
25	6	28	0.08	0.36	0.40
26	19	0	0.25	0.01	-0.57
27	17	15	0.22	0.19	-0.05
28	34	18	0.44	0.23	-0.24

TABLE II (continued)

Item	Number of Times Observed in Lower 27% (N = 77)	Number of Times Observed in Upper 27% (N = 77)	Per Cent Lower 27%	Per Cent Upper 27%	Item Validity Coefficient
29	2	14	0.03	0.18	0.40
30	2	0	0.03	0.01	-0.15
31	9	2	0.12	0.03	-0.31
32	5	0	0.06	0.01	-0.31
33	9	33	0.12	0.43	0.39
34	5	40	0.06	0.52	0.56
35	14	2	0.18	0.03	-0.41
36	23	39	0.30	0.50	0.21
37	1	8	0.01	0.10	0.41
38	48	15	0.62	0.19	-0.45
39	19	35	0.24	0.45	0.23
40	16	0	0.21	0.01	-0.54
41	4	26	0.05	0.33	0.46
42	4	2	0.05	0.03	-0.10
43	41	3	0.53	0.04	-0.62
44	11	23	0.14	0.30	0.22
45	7	44	0.09	0.57	0.55
46	32	3	0.41	0.04	-0.55
47	50	62	0.64	0.80	0.19
48	12	54	0.15	0.70	0.55
49	27	23	0.35	0.30	-0.06
50	18	48	0.23	0.62	0.40
51	5	23	0.06	0.30	0.38
52	0	0	0.01	0.01	0.00
53	12	1	0.15	0.01	-0.15
54	20	5	0.26	0.06	-0.35
55	13	31	0.17	0.40	0.28
56	6	17	0.08	0.22	0.25
57	8	13	0.10	0.17	0.14
58	16	2	0.21	0.03	-0.42
59	5	18	0.06	0.23	0.32
60	14	10	0.18	0.13	-0.09
61	17	4	0.22	0.05	-0.34
62	11	31	0.14	0.40	0.33

TABLE III

ITEMS WITH HEAVY LOADINGS ON FACTOR I

Loading	No.	Item
.551	45	I was the recipient of an expression of high confidence by my superior.
.535	33	I had the opportunity to voice my opinion on an important matter to an influential person in the administration.
.524	34	I was encouraged by my superior to attend several important professional meetings.
.502	12	The work I did on a research project was recognized as a significant contribution.
.497	15	I was supported in my position on an important matter when I needed support.
.484	48	On many occasions I have been favorably impressed with the high quality of professional relations among members of my department.
.457	4	I benefitted from the tangible steps taken by our college to encourage research by staff members.
.450	25	I was afforded an unusual amount of freedom in course selection and hours.
.435	9	I received a significant salary increase.
.422	41	My opinion was instrumental relative to the selection of an individual to an important position.
.408	62	I observed evidence of heightened respect for the University within the community.

TABLE III (continued)

Loading	No.	Item
.399	51	The quality and significance of my students' research have definitely increased as a result of our computing facilities.
.398	14	An unusually difficult area of instruction which I presented was well received and understood by the class.
.373	59	One of my students did an exceptional bit of work on a difficult research project which I had assigned him.
.366	50	The positive policies of several high administration officials considerably enhanced the prestige and academic excellence of the University.
.347	55	One of my students was the recipient of a high honor.
.334	18	My department unexpectedly received additional funds for an important project.
.334	36	A paper I wrote was accepted for publication.
.331	56	I received excellent cooperation from service agencies in the University on a recent project.
.330	39	The increased library budget has allowed a greater number of books to be purchased and utilized for our course work.

TABLE IV

ITEMS WITH HEAVY LOADINGS ON FACTOR II

Loading	No.	Item
.530	58	My position on a matter was not properly supported by my superior.
.527	3	My department on many occasions suffered from inadequate leadership.
.515	46	A decision was made on a problem with which I was concerned without my being consulted.
.513	26	My superior took little or no interest in some significant work I accomplished.
.504	19	Arbitrary limitations were placed on the extent of my professional activities.
.444	10	My efforts and recommendations to improve a course of instruction were ignored.
.382	7	I learned of an important administrative decision only after it appeared in a local newspaper.
.331	2	I did not receive a promotion which I felt I earned.
.280	61	Insufficient funds prevented me from conducting a project in which I was particularly interested.
.265	5	I was unable to get adequate secretarial assistance when I needed it.
.269	43	I received a pay increase which was less than anticipated.
.256	22	I was unable to attend a professional meeting because of a lack of departmental funds.
-.332	13	My department lost an exceptionally good student because of a lack of funds to assist him.

TABLE V

ITEMS WITH HEAVY LOADINGS ON FACTOR III

Loading	No.	Item
.387	40	I was assigned too many different courses to teach.
.337	43	I received a pay increase which was less than anticipated.
.305	23	A heavy teaching load precluded important research and study on my part.
.292	22	I was unable to attend a professional meeting because of a lack of departmental funds.
.246	2	I did not receive a promotion which I felt I earned.
-.254	47	A former student expressed to me his appreciation for my assistance to him while a student.
-.283	9	I received a significant salary increase.
-.314	54	The occasions were frequent when I could not get a suitable parking place.
-.317	55	One of my students was the recipient of a high honor.
-.342	44	Students in one of my classes did exceptionally well on a difficult examination.
-.364	14	An unusually difficult area of instruction which I presented was well received and understood by the class.

TABLE VI

ITEMS WITH HEAVY LOADINGS ON FACTOR IV

Loading	No.	Item
.396	38	Many of my students expressed more interest in the grade they received rather than the knowledge gained.
.379	11	Low admission standards resulted in my being the "hatchet man" for a large number of students.
.296	49	The local newspapers gave this institution some undeserving, adverse publicity.
.275	10	My efforts and recommendations to improve a course of instruction were ignored.
.231	54	The occasions were frequent when I could not get a suitable parking place.